

Logistical Manual

for the Implementation
of Online Assessments
in Wisconsin



Tony Evers, PhD,
State Superintendent



Logistical Manual for the Implementation of Online Assessments in Wisconsin

This publication is available from:
Office of Student Assessment
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
<http://oea.dpi.wi.gov/assessment/resources>

October 2014

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

Table of Contents

TABLE OF CONTENTS.....	I
INTRODUCTION.....	1
THE ASSESSMENT CALENDAR (2014-2015)	2
DAC LEVEL PLANNING	4
Communication	4
Trainings and Manuals.....	4
Test Security (Grades 3-8)	4
Scheduling	5
Technology	5
Uploading/Updating Student Data	6
Accessibility and Accommodations	6
SCHOOL LEVEL PLANNING.....	7
Communication	7
Training	7
Security.....	7
Scheduling	8
Technology	8
Uploading/Updating Student Data	9
Accessibility and Accommodations	9
CLASSROOM LEVEL PLANNING	10
Communication	10
Training	10

Security.....	10
Scheduling	10
Technology	11
Uploading/Updating Student Data	11
APPENDIX A.....	12

Introduction

The purpose of this manual is to help schools effectively implement online assessments. As Wisconsin has moved forward with new assessments based on the recommendations of the Next Generation Assessment Task Force, a nationwide shift has occurred moving student assessments away from paper and pencil multiple choice tests to online assessments which are able to offer a variety of question types and computer adaptivity to adjust to student performance. For some schools the use of online assessments is not a new endeavor while others have had minimal to no experience in this area. The design of this manual assumes little or no familiarity with planning for online assessments. Schools can choose how this fits their current situation and adapt them as necessary.

This document is designed for use by all individuals involved in implementing assessments including classroom teachers, District Assessment Coordinators, School Assessment Coordinators, District Technology Specialists, etc. It will be up to the school to determine the best person to use this manual. It is not meant to be exhaustive. This is a guide for considerations of resources, staffing, scheduling, and various other issues that will arise in implementing the new assessments. This guide is also not test specific. Each assessment has its own particulars which must be considered.

This will become a living document updated as necessary based on changes within the online assessments Wisconsin is using and from input by users of these tools. The Department of Public Instruction Office of Student Assessment welcomes feedback on this resource. Ultimately, this document should be useful to those in the field but it must also be noted specific local conditions may not be relevant to other schools throughout the state. Improvements will be made based on utility for the majority of schools and situations.

This document is a supplement to other testing publications and manuals. Be sure to read and review all publications and manuals specific to individual assessments.



Note – Not all information in this manual will be applicable for ACT

The Assessment Calendar (2014-2015)

It is important to examine this calendar in a thoughtful manner. The assessments listed here vary in their timelines. It is important to remember and to highlight in communications that schools will only use a portion of the days of a testing window to complete an assessment.

Not all assessments impact every school within a district. Certain assessments are only for elementary and middle schools, while others are for high schools. Most coordination of assessments is typically done by the District Assessment Coordinator. In some districts there are also School Assessment Coordinators. Having the assistance of this additional person in the schools makes planning and implementation less of a challenge during the various testing windows.

2014			
Window	Assessment	Area Tested	Type of Assessment or Screener
September 15-October 10	PALS Grades 1-2 Assessment Window		Screener
October 6-24	ACT Aspire-Grade 9 Assessment Window	Reading, English, Writing, Mathematics, and Science	Summative
October 13-31	DLM-Grade 9 Assessment Window	English Language Arts and Mathematics	Summative
October 13-November 7	PALS 4K-K Assessment Window		Screener
October 27-November 7	WKCE & WAA-SwD Grades 4, 8, and 10 Assessment Window	Science and Social Studies	Summative
December 1	ACCESS/ELL Assessment Window Opens	English Language Proficiency	Summative
December 15	ACCESS/ELL 2.0 Online Field Test Window Opens	English Language Proficiency	Summative
2015			
Window	Assessment	Area Tested	Type of Assessment or Screener
January 12-February 20	PALS 4K-2 (optional) Assessment Window		Screener

2015 (continued)			
Window	Assessment	Area Tested	Type of Assessment or Screener
January 26-March 6	NAEP Assessment Window		Summative
February 6	ACCESS/ELL Assessment Window Closes		Screener
February 20	ACCESS/ELL 2.0 Online Field Test Window Closes		Summative
March 3	The ACT Plus Writing Grade 11 Assessment	Reading, English, Writing, Mathematics, and Science	Summative
March 3-17	The ACT Plus Writing Assessment Window for Students Testing with Accommodations	Reading, English, Writing, Mathematics, and Science	Summative
March 4	ACT WorkKeys Grade 11 Assessment	Applied Mathematics, Reading for Information, and Locating Information	Summative
March 4-18	ACT WorkKeys Assessment Window for Students Testing with Accommodations	Applied Mathematics, Reading for Information, and Locating Information	Summative
March 17	The ACT Plus Writing Grade 11 Makeup Day	Reading, English, Writing, Mathematics, and Science	Summative
March 18	ACT WorkKeys Grade 11 Makeup Day	Applied Mathematics, Reading for Information, and Locating Information	Summative
March 30-May 22	Smarter Balanced Grades 3-8 Assessment Window	English Language Arts and Mathematics	Summative
March 30-May 22	DLM - Grades 3-11 Assessment Window	English Language Arts and Mathematics	Summative
April 27-May 22	ACT Aspire Grades 9-10 Assessment Window	Reading, English, Writing, Mathematics, and Science	Summative
April 27-May 22	PALS 4K-2 Assessment Window		Screener

DAC Level Planning

The purpose of this section is to assist District Assessment Coordinators (DACs) in considering the multiple factors involved in effectively administering online assessments. The items listed here are not exhaustive nor are they meant to address specific local needs which may arise. DACs should adapt and add to this document to meet local needs.

Communication

- ☐ Created and sent Parent Notification letter template to schools
- ☐ Distributed the *Assessment Information for Families Brochure* for each assessment to school Principals and/or School Assessment Coordinators (SACs). The brochure includes information such as:
 - testing dates for each grade level
 - information about the assessments
 - how the data is used
- ☐ Arranged with the SACs to send the communications (above) to parents
- ☐ Arranged with schools to announce to students:
 - assessments dates and times
 - expectations during testing (behavior, prohibited devices, etc.)
 - test items and testing processes via practice and/or training tests
 - changes to schedules

Trainings and Manuals

- ☐ Read and understood the Test Administration Manuals and appropriate Accessibility and Accommodations Guidelines
- ☐ Trained appropriate district staff and School Assessment Coordinators on test administration and test security procedures
 - distribute photocopies/web URLs of important publications and testing information to all staff
- ☐ Notified the SACs and teachers about the availability of the training modules, and manuals regarding testing
- ☐ Ensured schools have made arrangements to administer training and/or practice test to all students
- ☐ Viewed webinars, trainings, and updates available at <http://oea.dpi.wi.gov/assessment/trainings>

Test Security (Grades 3-8)

- ☐ Read/viewed and understood the test security manual/trainings available at <http://oea.dpi.wi.gov/assessment/security>
- ☐ Created a plan for all staff involved in testing to receive the test security training

- ☐ All staff have been trained and made aware of the consequences of test security violations
- ☐ Ensured all staff have signed the DPI confidentiality agreement forms for the appropriate assessment
- ☐ Collected confidentiality agreement forms from SACs and other appropriate district staff who will be working with the assessments
- ☐ Monitored testing to ensure only references or tools specifically designated in test manuals or by accommodations are provided during assessment
- ☐ Communicated to SACs and other staff involved in testing about the importance of student privacy and that any reference to Wisconsin Student Number (WSNs) distributed for the purpose of logging onto the test is kept secure and destroyed immediately after testing
- ☐ Coordinated with SACs, curriculum personnel, special education personnel, and technology staff to upload student information and accessibility settings into the online testing systems
- ☐ Arranged for proctors/test administrators to monitor all students during testing
- ☐ Notified staff of the consequences of test security violations
- ☐ Collected confidentiality agreement forms from all SACs and other appropriate district staff who will be working with the assessments
- ☐ Monitored testing to ensure that only references or tools specifically designated in test manuals or by accommodations are provided during testing

Scheduling

- ☐ Read and understood the information on scheduling from the test administration manual
- ☐ Created/reviewed school testing schedules for the following information:
 - grades in the building to be tested
 - proctor for group of students with location, dates, and times of testing
 - plan for students who finish before allotted time
 - plan for students who need additional time (when allowable)

Technology

- ☐ Read and understood the technology specification manual for specific assessments
- ☐ Distributed web URLs of the technology specification manual, technology readiness modules, and trainings to your technology coordinator
- ☐ Reviewed the following technology related information from all schools in the district
- ☐ Ensured the school technology support person will be available/present during testing
- ☐ Determined which devices students will be using for each assessment and check devices for compatibility with each assessment
- ☐ Checked number and availability of:
 - computers/laptops/tablets
 - keyboards for tablets
 - headphones
 - microphones
 - add-on devices and their compatibility
 - adaptive devices

- ☐ Created a plan for uploading secure browsers and proctor caching for each assessment
- ☐ Checked school broadband and wireless network to meet each assessment requirement
- ☐ Plan in place for replacement devices in the event some of the planned devices do not work on the day of testing

Uploading/Updating Student Data

- ☐ Read/viewed and understood the manual/module on how to upload/update student data onto the testing engine
- ☐ Distributed web URLs of the publications and information related to uploading/updating student information to staff who will be performing these tasks
- ☐ Updated WSLS/ISES data systems by the third Friday in September, including uploading Grade Level, Primary Disability, and English Language Proficiency Code for all students into ISES
- ☐ Updated district WSLS at regular intervals (includes releasing students who are no longer enrolled)

Accessibility and Accommodations

- ☐ Read and understood the Accessibility Guidelines for each assessment
- ☐ Distributed web URLs of important publications and information related to accommodations and accessibility to special education directors/coordinators and ELL coordinators
- ☐ Ensured staff is aware of the need to update student setting information in order to have appropriate accessibility tools available during testing, and have made arrangements/plans to have this data entered in the testing engine prior to testing

School Level Planning

The purpose of this section is to assist schools in considering the multiple factors involved in effectively administering online assessments. The questions listed here are not exhaustive nor are they meant to address specific local needs which may arise. Schools should adapt and add to this document to meet local needs.

Communication

- ☐ Parents notified of:
 - testing dates for each grade level
 - information about each of the assessments (*Assessment Information for Families Brochures*, Parent Letter, etc.)
 - accommodations and supports available for their child during the assessments
- ☐ Students made aware of:
 - assessment dates and times
 - expectations during testing (behavior, prohibited devices, etc.)
 - test items and testing processes via practice and/or training tests
 - changes to schedules

ACT Test Coordinators Checklist - <http://actaspire.avocet.pearson.com/actaspire/home#4715>

Training

- ☐ Plan is in place to train school staff around appropriate testing procedures by reviewing/viewing:
 - Test administration manuals
 - District and School Assessment Coordinators Guide
 - Technology manuals
 - Accommodations Guidelines
 - Proctor Guidelines and Trainings
 - Test Administration Trainings
 - Test Security Trainings
 - Other relevant trainings

Security

- ☐ Read/viewed and understood the test security manual/trainings available at <http://oea.dpi.wi.gov/assessment/security>
- ☐ Plan created for all staff involved in testing to receive the test security training
- ☐ SAC and all school staff signed the DPI confidentiality agreement forms
- ☐ School staff have been trained in test security and made aware of the consequences of test security violations

- ☐ Distributed photocopies/web URLs of important publications and testing information to all staff
- ☐ Arranged for proctors/test administrators to monitor students during testing
- ☐ Students notified of the consequences of test security violations

Scheduling

- ☐ Determined how many grades in the building are being tested for each assessment
- ☐ Completed a table (like the sample below) for each grade and section testing (teacher name or class)

Sample Table

Grade	Section	Location	Date	Time

- ☐ Determined if and what changes to the building schedule are necessary to accommodate testing
- ☐ Determined how students will be placed in testing sessions
- ☐ Created a back-up plan in the event something does not go as planned (system is down, unable to connect to wireless) and need to test another day
- ☐ Communicated changes to building schedule (and back-up plan) to:
 - Staff
 - Students
 - Parents
- ☐ Plan created for students who finish testing early (determined if the plan is uniform across grade levels or based on grade level)
- ☐ Plan created for students needing additional time (when allowable)
- ☐ Scheduling has included time for special classes and recess (Art, Music, Phy Ed.) if applicable

Technology

- ☐ Connected with the building technology support person (continue to work closely with and keep this person in the loop)
- ☐ Ensured the building technology support person is going to be physically present during testing window and is aware of the testing schedules
 - Establish a contact plan for staff and IT during testing days
 - Determine if additional technology support is needed for testing days
- ☐ Determined point of contact from school to district in order to contact DPI or Testing Vendor if assistance is needed
- ☐ Determined what electronic devices students will be using

- ☐ All devices checked for compatibility with assessment being administered (recorded who checked and when in a log)
- ☐ Ensured numbers and availability of:
 - computers/laptops/tablets
 - keyboards for tablets
 - headphones
 - microphones
 - add-on devices and their compatibility (recorded who checked compatibility and when in a log)
 - adaptive devices and their compatibility (recorded who checked compatibility and when in a log)
- ☐ Uploaded secure browsers for each assessment (recorded who uploaded it and when)
- ☐ Checked school broadband and wireless network to ensure each meet assessment requirements (while at full capacity during a regular school day – the systems can handle the additional load of the online assessments – recorded who checked and when)
- ☐ Plan in place for replacement devices in the event some of the planned devices do not work on the day of testing
 - Plan in place for students that do not have a back-up device and cannot test on day of testing
- ☐ Created a back-up plan in the event something does not go to plan (i.e., system is down, unable to connect to wireless) and need to test another day
- ☐ Technology support staff have read and understood technical specifications for assessments

ACT Specific Technology Coordinator Checklist -
<http://actaspire.avocet.pearson.com/actaspire/home#5031>

Uploading/Updating Student Data

- ☐ Coordinate with your District Assessment Coordinator (DAC), curriculum personnel, special education personnel, and technology staff to upload student information including the accessibility settings into the online testing systems
- ☐ All students loaded into testing sessions
- ☐ Student names and sessions checked for each testing session (recorded who checked and when in a log)

Accessibility and Accommodations

- ☐ Accommodation(s) needs have been uploaded to the testing system prior to testing (recorded who uploaded and when) for all students who need them

Classroom Level Planning

The purpose of this section is to assist classroom teachers in considering the multiple factors involved in effectively administering online assessments. The questions listed here are not exhaustive nor are they meant to address specific local needs which may arise. Teachers should adapt and add to this document to meet local needs.

Communication

- ☐ Sent the *Assessment Information for Families Brochure* for each assessment home with students. The brochure includes information such as:
 - testing dates for each grade level
 - information about the assessments
 - how the data is used

ACT Test Coordinators Checklist - <http://actaspire.avocet.pearson.com/actaspire/home#4715>

Training

- ☐ Read/viewed, and understood:
 - Test administration manuals
 - Accommodations Guidelines
 - Proctor Guidelines and Trainings
 - Test Administration Trainings
 - Test Security Trainings
 - Other relevant trainings

Security

- ☐ Read/viewed, and understood the test security manual/trainings available at <http://oea.dpi.wi.gov/assessment/security>
- ☐ Signed the DPI confidentiality agreement forms for appropriate assessments
- ☐ Notified students of the consequences of test security violations

Scheduling

- ☐ Aware of changes to the building schedule necessary to accommodate testing
- ☐ Aware of back-up plan created in the event something does not go as planned (i.e., system is down, unable to connect to wireless) and need to test another day
- ☐ Communicated changes to building schedule (and back-up plan) to:
 - Students
 - Parents

- ☐ Aware of school plan created for students who finish testing early
- ☐ Aware of plan created for students needing additional time (when allowable)

Technology

- ☐ Gathered technology support staff contact information for testing days and procedures for reaching them in a timely fashion
- ☐ Gathered point of contact at school contact information in order to contact DPI or Testing Vendor if assistance is needed
- ☐ Determined what electronic devices students will be using in classroom day of testing
- ☐ All devices have been checked for compatibility with assessment being administered and with the components in the classroom (recorded who checked and when in a log)
- ☐ Ensured numbers and availability in classroom for day of testing:
 - computers/laptops/tablets
 - keyboards for tablets
 - headphones
 - microphones
 - add-on devices and their compatibility (recorded who checked compatibility and when in a log)
 - adaptive devices and their compatibility (recorded who checked compatibility and when in a log)
- ☐ Plan in place for replacement devices in the event some of the planned devices do not work on the day of testing
 - plan in place for students that do not have a back up device and cannot test on day of testing
- ☐ Created a back-up plan in the event something does not go to plan (i.e., system is down, unable to connect to wireless) and need to test another day

ACT Specific Technology Coordinator Checklist -
<http://actaspire.avocet.pearson.com/actaspire/home#5031>

Uploading/Updating Student Data

- ☐ Class roster verified
- ☐ All students have their test tickets
- ☐ Students' accommodation and accessibility feature settings are consistent with students' IEP or language plan
- ☐ Students completed the training test
- ☐ Familiarized students with the features of the assessment

Appendix A



Template Elementary School
Template School District
1234 Address Road
City, State Zip

Dear Parent:

Wisconsin Students in Grades _____ will be participating in the _____ assessment during the _____ testing window. Our school is scheduled to take the _____ assessment _____.

The _____ assessment tests students in the areas of _____. One or more subtests may be administered daily during the identified time frame and it is very important that your son or daughter be in school during this time. Students not in school on the scheduled testing days will be scheduled for a make-up test prior to the close of the testing window.

Enclosed is an *Informational Brochure for Families* which gives more information about the assessment including its purpose, what scores will be provided, and how the scores will be used. The _____ assessment measures the knowledge and skills your student(s) should have acquired by the time they reach each grade level. Their performance on the assessment will not affect any of their current grades. Please encourage your son or daughter to take the test seriously and do the best they can. The results of these tests will be used to help school staff make determinations or placement in classes to best support your child(ren).

If you have any questions, contact _____ at _____.

Thank you,

Principal